Bricknell Primary School

Geography Curriculum Overview

THE CONSTELLATION TRUST

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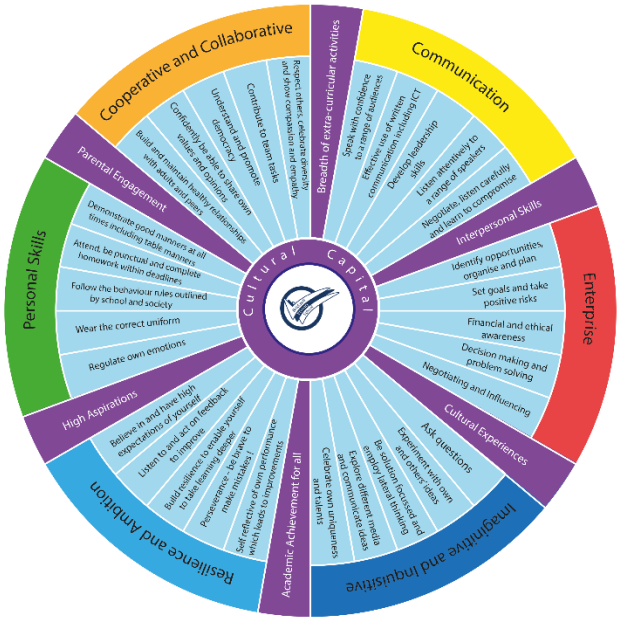
The Curriculum – our approach

Bricknell Primary School's curriculum has been developed over a period of 36 months. Much thought has gone into the research foundations for how children learn, the implication of subject specific best practice and the context of our school.

Through collaboration, rigours attention to detail and consultation with primary practitioners, trust leaders, secondary and Early Years teachers; the curriculum reflects a scheme of work that is intended to be sequenced form Early Years to Year 6 and enable pupils to be ready for the Key Stage 3 curriculum and world beyond education.

The curriculum design has a progressive approach at its core with a built in Aspiration Curriculum at the heart.



Intent:

The curriculum is built on the foundations of success. We believe all children should be aspirational, knowledgeable and should achieve their goals. This is the model our curriculum builds from

Aspiration

- An Aspiration Curriculum at the heart of every lesson.
- Building life skills to succeed outside the world of education.
- Real life examples and experiences in local contexts and in the wider world.
- Working with local colleges and building links.
- Community outreach opportunities.

Knowledge

- High quality teaching at the heart.
- Progressive curriculum mapping.
- Carefully timetabled broad and balanced curriculum.
- Carefully researched and implemented curriculum.
- Subject specific pedagogy.

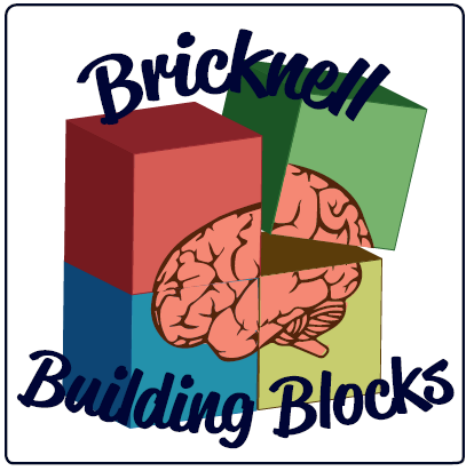
Achievement

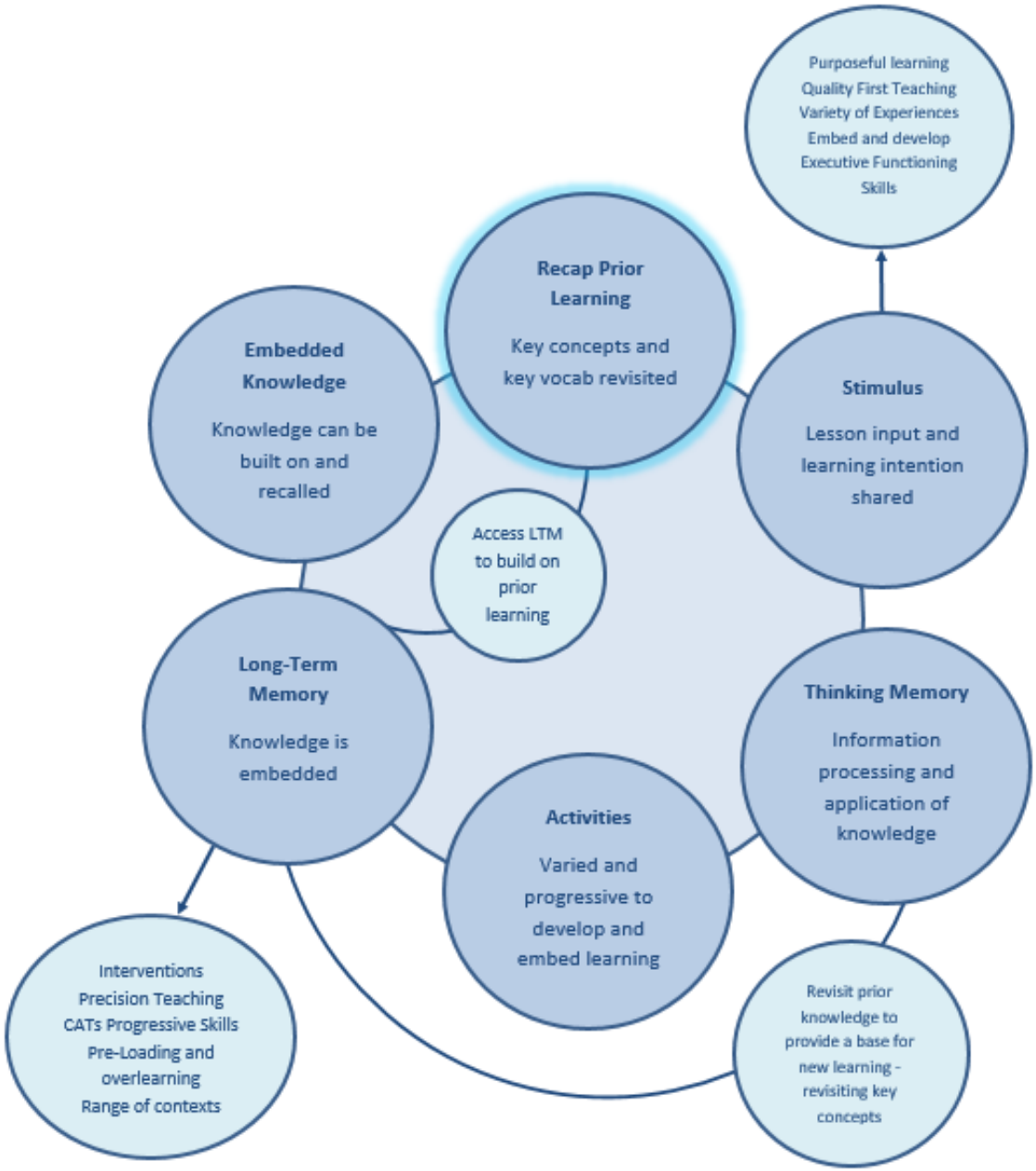
- Ambitious curriculum outcomes.
- Assessability for all.
- Identification and facilitation of pupil's passions and love for a subject.
- Achievement beyond the classroom and into further education demonstrating a love for learning.
- Extensive extra-curricular offer.

Bricknell's Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.

At the core of our model is the retrieval of prior knowledge. Therefore, all lessons at Bricknell Primary School start with Bricknell's Building Blocks; the foundations to learning.





A Broad and Balanced Curriculum

Hours per day	4.25
Hours per week	21.25
Hours per year	828.75

Curriculum area	Hours per year	Total hours
English		
Reading	**78**	195
Writing	**117**	
Maths		
Maths	**195**	195
Computer Science		
Science	**78**	117
Computing	39	
Humanities		
RE	**39**	75
History	18	
Geography	18	
Creative		
Art	18	54
Design Technology	18	
Music	18	
Additional		
Physical Education	**78**	156
PSHE	**39**	
MFL	**39**	

Additional timetabled hours		
Enterprise Week	10	20
Transition Week	10	

At Bricknell, we want to ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine. Therefore, we have calculated the number of teaching hours available and have ensured that all pupils receive a broad and balanced curriculum at Key Stage 2.

To prepare our pupils for the digital world beyond the classroom and to enable their communication skills, upskilling them across all areas of the curriculum, we have allocated 39 hours a year to the computing curriculum. This can be cross curricular across all subjects and does not need to be taught each week.

Reading, Writing and Maths are taught daily.

Science Physical Education, PSHE, RE and MFL are required to be taught weekly.

These are highlighted in blue

History, Geography, Art, Design Technology and Music all have equal weighting with 18 hours a year broken down to 3 half-termly blocks.

Year 4 offer a wider opportunities musical programme to the children therefore music has an increased weighting of 39 hours and to compensate, computing has a reduced weighting of 18 hours

- Art and Design Technology will each have 3 half term blocks. These will be taught alternatively to support staff workload.
- Music will have 3 half-termly blocks which will be taught at the same time across the whole school.
- Computing, History and Geography can remain blocked (in line with MTP)
- In addition to the teaching hours, pupils at Bricknell Primary School also receive a minimum of 400 minutes (6 hours, 40 minutes) of Opal Play a week.

Key Concepts

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

Below is a summary of the key concepts for Geography.

Geography					
					
Locational knowledge	Place knowledge	Navigation	Fieldwork	Human Geography	Physical Features and Processes

Key concepts (Big Ideas) in **GEOGRAPHY**

Pupils will develop an understanding of the physical process that shape our landscapes and how humans impact on the land and environment. They will develop an understanding of how to use maps and build knowledge of significant locations and places so they better understand the world in which they live. They will learn how to compare where they live to other places in the world by building their knowledge of different regions of our planet.

Locational knowledge

Pupils will build and develop their knowledge of important places and areas of the world. They will develop the knowledge to be able to name and locate key towns and cities, countries, continents, seas and oceans as well as key regions such as the equator, and northern and southern hemispheres.

Place knowledge

Pupils will learn how to compare and contrast places, regions and countries according to key physical and human features.

Navigation

Pupils will learn how to read and interpret maps, keys, scale, atlases and globes as well as knowing the points of a compass.

Fieldwork

Fieldwork is a key component of geography and pupils will learn how to carry this out in different settings with increasing accuracy. They will learn how to observe and record their findings, how to collect, present and interpret fieldwork data, using instruments and equipment and take measurements.

Human geography

Pupils will learn how humans use and influence the landscape and develop an understanding of the relationship between the physical environment and trade, settlement and transport. They will learn about population, economic activity, human features, settlements and sustainability, including the impact of humans on climate.

Physical features & processes

Pupils will develop an understanding of different physical environments in their locality and around the world.
They will learn about physical processes, physical features, tectonic activity, natural resources, climate and landscape.

Geography Key Concepts Year Group Mapping

	Autumn	Spring	Summer
EYFS - **Understanding the World**	In EYFS pupils are taught Geography through the strand **Understanding the World.** Throughout the year pupils will be taught: **Where they live and their local environment.**		
Year 1	**Me and my local area** 	**The UK** 	**Me and the world**  **Finding features** 
Year 2	**Cities, towns and villages** 	**Exploring the world** 	**Understanding maps**  **Looking after the world** 
Year 3	**Exploring my local area** 	**Locations around the world** 	**Mountains, volcanoes and earthquakes** 
Year 4	**The UK, Great Britain and British Isles** 	**Comparing locations**  **Planning and visiting** 	**Settlements** 
Year 5	**Maps, maps, maps** 	**Gathering and interpreting data** 	**Rivers**  **Sustainable living** 
Year 6	**Climate and landscapes** 	**A geographical enquiry** 	**Ordnance survey**  **Natural resources** 

Knowledge and skills sequencing	GEOGRAPHY						
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Locational knowledge 	I know the name of my street and the city I live in	To locate Hull on a U.K map To name the capital city of England To name the 4 countries in the U.K. and locate them on a map To name the waters that surround the U.K. To use a globe to identify the equator and North and South Poles.	To name the capital cities of England, Wales, Scotland and Northern Ireland To name the continents of the world and locate them on a map, globe and atlas To name and locate the world's oceans on a map, globe and atlas To identify hot and cold areas of the world in terms of the Equator.	To identify the position of the Arctic and Antarctic Circles on a map To locate continents, oceans and major countries on a world map To know that countries are separated by borders	To identify the Equator, Northern and Southern hemispheres on a globe Name and locate all countries within the U.K. and their major cities To recognise key human and physical characteristics of my local region and the UK eg: hills, mountains, coast, rivers and land use	To identify the position of the Northern and Southern Hemisphere, the Equator and the Tropic of Cancer and Capricorn (+ Y3/4 aspects) To use a map to locate the worlds countries, including the countries of Europe and North and South America To recognise environmental regions and key human and physical characteristics, countries and major cities in European Countries and North and South America	To know what longitude and latitude means and how they relate to time-zones around the world
Place knowledge 	To explore, notice and describe things in my local environment	To describe some of the physical and human features of the environment around us To tell you what I like and do not like about the place in which I live	To identify similarities and differences between where I live and a place outside Europe	To describe how some places are similar and dissimilar in relation to their human and physical features (within UK)	To describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region) To explain the difference between the British Isles, Great Britain and the United Kingdom	To describe how some places are similar and dissimilar in relation to their human and physical features (including a region in a European Country)	I describe how some places are similar and dissimilar in relation to their human and physical features (including North or South America)

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Navigation 	To talk about where I live and how I travel to school	To know the 4 main directions on a compass To create a simple map (eg: the school grounds)	To use simple compass directions and directional language to find a location on a map To create a simple map of my local area and use basic symbols in a key	To create maps and plan routes, using the 8 points of the compass, in the local area To use various sources to identify different locations around the world	To use the 8 points of the compass to plan a journey from my town or city to another place in the UK To use ordinance survey maps to explore the local area and identify key features	To use Ordnance Survey symbols and 4 figure grid references To use digital mapping technology (GIS) to trace physical features of an area To understand scale factor	To use Ordnance Survey symbols and 6 figure grid references To read and calculate distances from a scale
Fieldwork 	To make and record observations in the school grounds	To use aerial photographs and plan to identify the key features of my school	To use aerial photographs and plan to identify the key features and landmarks in my local area To identify similarities and differences between two areas and sets of data	To follow a structure for presenting fieldwork investigations and findings To present findings from fieldwork using graphs/charts and explain my findings	To use different types of fieldwork to observe, measure and record the human and physical features in the local area To explain trends or patterns observed by making comparisons or by noting cause and consequence	To use different types of fieldwork to observe, measure and record the human and physical features To use my observations and data from fieldwork to draw conclusions supported by my geographical knowledge	To collect and measure information accurately (eg: rainfall, temperature, wind speed etc…) To present my findings from fieldwork using appropriate terminology, graphs and tables and draw conclusions based on evidence

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Human geography 	I know that some things in our world are made naturally and some things are made by people	To understand some of the ways that humans can affect the world around us To understand how everyday actions can help reduce waste and save energy	To describe the key human features of a place using words like city, town, village, factory, farm, house, office, port, harbour, shop To describe the facilities that a village, town and city may need, and give reasons To understand how everyday actions can help reduce waste, save energy and make the world more sustainable	I understand and demonstrate some of the actions humans can take to reduce the effects of climate change	To explain how physical features of a landscape influence where settlements have developed and how the land is used (eg: coasts, rivers) To describe and explain the key features of different types of settlements and identify similarities and differences To understand how settlements have changed over time To explain the importance of ports and the role they play in trade and distributing resources around the world To understand the difference between renewable and non-renewable sources of energy To understand how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future	To use maps, atlases, globes and digital/computer mapping to locate countries and describe physical and human features. To name and locate many of the world's most famous rivers and explain why most cities are situated by rivers (link to physical geography - rivers) To understand the concept of food miles and the impact this can have on the environment To understand a range of strategies that can be used to reduce the negative impact that humans can have on the environment	To understand that natural resources such as energy, food, minerals and water are distributed in different parts of the world and how this affects settlement and trade To understand the concept and impact of deforestation on a local and global scale

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Physical features and processes 	To name and identify some different types of weather To explore and observe nature in my local environment (trees, plants, flowers, soil, clouds etc…)	To explain how the weather changes throughout the year and name the seasons (link to Science)	To describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, vegetation, season, weather To understand some of the ways the world's climate is changing	To understand the structure of the earth and features such as tectonic plates and molten lava To describe and understand the key aspects of volcanoes and locate and name some of the world's most famous volcanoes To describe and understand the key aspects of earthquakes To describe and explain the key physical features of mountains		To describe and explain the key physical features of rivers To explain the physical process that cause rivers to shape the land To explain the key aspects of the water cycle	To describe and explain the key physical features of different climate zones, biomes and vegetation belts To understand that climate is the usual condition of the weather, rainfall, humidity and wind in a place To know the key features of each of the 6 main climates and landscapes (polar, temperate, arid, tropical, Mediterranean and tundra)

Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of 'similarity and difference' early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to Geography are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
Geography	Significant places (cities, countries, seas, oceans etc…) and significant features (notable mountains, volcanoes, glaciers, rivers etc…)	Making comparisons between places, localities and regions. Comparing physical and human features.	Understanding the effect of humans and nature on landscapes and settlements	How and why physical and human features have changed over time	How humans affect the earth, positively and negatively. Climate change, sustainability, the use of finite resources	Using geographical terms, explaining processes and trends, presenting and interpreting data	Observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings. Using maps and atlases. Fieldwork and visits.